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beating, against refusal to answer pupil's questions—all this carries us back to the mid-nineteenth century, and shows us how far American schools under the influence of democracy have departed from the once universal repression of childhood. When Dr. Weimer regrets that "kindness is so rare a plant in our schools," that too often "the child is absorbed in silent, half-conscious hatred of everything that is called school," we see in these effects of "Prussian precision"—to use Dr. Weimer's phrase—not the much-praised efficiency of German education, but a general social theory and attitude which consistently refuses self-expression to German school-boys, and to their elders a responsible ministry in the Reichstag. America has much to regret as to the efficiency of her schools, but she has left behind the rule of the rod and the systematic suppression of childhood. Her undertaking is difficult, but it is the problem of democracy. We wish Dr. Weimer Godspeed in his crusade for happier schoolrooms, but many of us fear that another reform must first be effected.

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JOURNALS AND NEW BOOKS

JOURNAL OF ABNORMAL PSYCHOLOGY. February–March, 1915. *Freud and His School: New Paths of Psychology* (pp. 369–384): A. W. VAN RENTERGHEM.—The first of two or more articles on the work of Freud and his school. The attitude of societies and the public when Freud first published his works on psychoanalysis is briefly sketched. The difficulty of giving "a concise, clear, and understanding idea of Freud's teachings" is due to the various subdivisions being so involved. The conception of the conditions of the patients cited might be called "the sexual theory of the neurosis." *On Psychological Understanding* (pp. 385–399): DR. C. G. JUNG.—One kind of understanding is *retrospective*, another is not analytic or reductive, but *synthetic* or *constructive*. "The reductive method has the great advantage of being much simpler. It reduces everything to generally known principles of a simple nature. The constructive method has to build up towards an unknown goal. The elements with which it works are the complicated components of the actual mind. This kind of work forces the explorer to take all those powers, which are at work in a human mind, into his account. The reductive method tries to replace the religious and philosophical needs of mankind by a more elementary viewpoint, following the principle of the 'nothing but,' as James nicely says; but the constructive method acknowledges them 'tel quel' and considers them as the indispensable elements of its work." *Professor Janet on Psychoanalysis: A Rejoinder* (pp. 400–410): ERNEST JONES.—Professor Janet's criticism of psychoanalysis, read before the International Congress in London, contained a number of passages of a nature that laid him open to a charge of unfairness. His answer was an

apology of his ignorance of German and consequent reliance on French and American abstracts of Freud's articles. "Even if his plea of ignorance at the time of writing the paper afforded the real explanation of these, and I shall presently show that it could not have done so, it is evident that after the date of the Congress this could no longer be regarded as a valid excuse. . . . Professor Janet has, in my opinion, allowed himself to be betrayed into the grossest lack of objectivity." *Freudian Psychology and Psychical Research: A Rejoinder* (pp. 411-416): HEReward CARRINGTON.—Ten statements made by Dr. Leonard T. Troland in the *Journal of Abnormal Psychology* are attacked as an "attempt to account for the supernormal phenomena of psychical research by means of Freudian analysis is of course, sheer nonsense." *Stammering as a Psychoneurosis* (pp. 417-429): ISADOR H. CORIAT.—The cases investigated and treated by the psychoanalytic method have led to the belief that the disturbing mechanism is mental and not physical. "The proper treatment of stammering, therefore, is purely psychological, for it is useless to teach the sufferer *how* to speak, because under certain circumstances the stammerer experiences no difficulty in speaking." *Discussion. Reviews: Stammering and Cognate Defects of Speech*: C. S. BLUEMEL. *What Men Live By: Work, Play, Love, and Worship*: RICHARD C. CABOT. *A Handbook of Psychology and Mental Diseases*: C. B. BURR. *Books Received*.

Braunshaufen, N. *Einführung in die experimentelle Psychologie. Aus Natur und Geisteswelt*, Band 484. Leipzig: Verlag von B. G. Teubner. 1915. Pp. 111. 1.25 M.

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Finnbogason, Guðmundur. *L'intelligence sympathique*. Traduit par André Courmont. Paris: Félix Alcan. 1913. Pp. 239.

Gentile, Giovanni. *Studi Vichiani*. Messina: Giuseppe Principato. 1915. Pp. 458.

Merz, Theodore. *History of European Thought in the Nineteenth Century*. Vol. IV. Edinburgh and London: William Blackwood and Sons. 1914. Pp. xii + 825.

Münsterberg, Hugo. *Psychology, General and Applied*. New York and London: D. Appleton and Company. 1914. Pp. xiv + 487.

Townsend, Harvey Gates. *The Principle of Individuality in the Philosophy of Thomas Hill Green*. Cornell Studies in Philosophy, No. 10. New York: Longmans, Green, and Company. 1914. Pp. v + 90.

Ziehen, Theodor. *Die Grundlagen der Psychologie*. 2 Vols. Leipzig und Berlin: Verlag von B. G. Teubner. 1915. Pp. vi + 259 and vi + 304. 4.40 M.